

006.37 Instrumental Music

006.37A Grade Levels: ~~PK-12 ??~~ ~~K-8, 7-12~~

006.37B Endorsement Type: Subject ~~(Supplemental?)~~

006.37C Persons with this endorsement may teach instrumental music in ~~the grades Prekindergarten through Grade 12, levels of their endorsement (K-8, and/or 7-12).~~

006.37D Certification Endorsement Requirements: This endorsement shall require a minimum of ~~45~~ ~~30~~ semester hours in instrumental music. ~~for either the K-8 or 7-12 endorsement; or 40 semester hours if the two endorsements are earned at the same time.~~ This coursework shall include theory and composition, music history and literature, conducting, instrumental performing, and techniques and methodologies for the grade levels of the endorsement, and must include proficiency in at least one applied area. *(Revise and reorder?)*

006.37E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution ~~should~~ must provide opportunities for prepare prospective instrumental music teachers candidates to demonstrate the dispositions and competencies required by the following guidelines, based on National Association of Schools of Music (NASM) standards for music educators (2014). *[Look and feel of NASM to be included?]*

Standard 1.

The instrumental music teacher candidate must be able to demonstrate knowledge and understanding of, and be able to teach the concepts, skills, and processes of the Nebraska Fine Arts Standards: Music as adopted by the Nebraska State Board of Education.

Standard 2. Conducting and Musical Leadership

The instrumental music teacher candidate must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.

Standard 3. Arranging

The instrumental music teacher candidate must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

Standard 4. Functional Performance

The instrumental music teacher candidate must have functional performance abilities in keyboard and the voice, and in instruments **appropriate to the teaching specialization.**

Standard 5. Analysis/History/Literature

The instrumental music teacher candidate should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Music teacher candidates should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

Standard 6. Essential Teaching Competencies

The instrumental music teacher candidate must be able to lead students to competence, apply music knowledge and skills in teaching situations; and integrate instrumental music instruction into the process of PK-12 education. Essential competencies include, but are not limited to:

- 1) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
- 2) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
- 3) Experiences in solo instrumental performance and in ensembles that are varied in size and nature.
- 4) Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.
- 5) Ability to teach instrumental music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management.

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- 6) An understanding of child growth and development and an understanding of principles of learning as they relate to instrumental music.
- 7) The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
- 8) Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to instrumental music.
- 9) The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
- 10) An understanding of evaluative techniques and ability to apply them in assessing both the instrumental musical progress of students and the objectives and procedures of the curriculum.

Please edit! What is missing? What could be/should be eliminated?

The previous guidelines are:

- A. Demonstrate skill in listening, analyzing, notating, performing, and evaluating music and music performances;
- B. Demonstrate an understanding of the broad relationships among musical styles, musical forms, historical periods, and composers, including the value of various types of music;
- C. Investigate the artistic and socio-political influences found in the music that is studied, including world cultures and non-western art forms;
- D. Apply qualitative criteria in making judgments about the music selected for study and performance;
- E. Utilize technology to enhance musicianship and to design, organize, and facilitate instruction;
- F. Integrate the understandings gained from music studies and creative activities in setting personal style and determining performance practice;
- G. Develop creative skills in performing, arranging, composing, and improvising;
- H. Develop sight-reading skills in learning new music quickly, accompanying others, and transposing music for classroom use;

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- I. Demonstrate knowledge of instrumental pedagogy and performance practice by modeling on piano, voice, and secondary instruments;
- J. Demonstrate skills in rehearsing, including the ability to detect errors in musical performance, demonstrate corrections, and prescribe appropriate remedial strategies;
- K. Demonstrate conducting skills that illustrate musical sensitivity in gesture;
- L. Demonstrate an understanding of the role of and need for music in society, how music affects the human being, and the importance of music education for all students;
- M. Demonstrate the interconnectedness between music and the other disciplines in the curriculum;
- N. Demonstrate an understanding of the need to be an advocate for music education;
- O. Conduct meaningful and appropriate assessments of student learning;
- P. Demonstrate an understanding of the administration and management of a successful instrumental music program.

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Music NCTE Ad Hoc Committee (including Instrumental Music and Vocal Music)

Friday, July 11, 2014 9:30 A.M.-4:00 P.M.

Concordia Fallbrook, 570 Fallbrook Blvd., Lincoln, NE 68521

Ad Hoc Committee Requirements	Ad Hoc Committee Members
Current Teachers— Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Eric Snyder, LPS esnyder@lps.org 2. Lisa Childs, Kearney Public (Park Elem) lisa.childs@kearneypublic.org
Faculty Members— Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved educator preparation institution.	1. Michael Stephens, Chadron State mstephens@csc.edu 2. Tom Wandzilak, UNL (Certification Official) twandzilak1@unl.edu
Specialists in the Content Area— Might include Arts and Sciences college faculty or Persons drawn from professional practice in the endorsement area.	1. Brian Moore, UNL brian.moore@unl.edu 2. Ken Meints, Peru State College KMeints@peru.edu
Administrators— Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area.	1. Steve Baker, Elkhorn Public Schools sbaker@epsne.org 2. Darrell Peterson, Ainsworth Community Schools dkpeters@esu17.org
NCTE Representation— Representation from the NCTE Standing Committee to which the endorsement has been assigned.	Doreen Jankovich – NCTE Committee C doreen.jankovich@gmail.com
NDE Representative with responsibilities related to the endorsement area. (Ad Hoc Chair)	Debbie DeFrain, NDE debbie.DeFrain@nebraska.gov
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Judy Bush (NMEA), LPS jbush@lps.org 2. Lindsay Lund (Kearney Catholic HS) Lindsay.lund@kearneycatholic.org
Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups.	
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i>	Pat Madsen, NDE pat.madsen@nebraska.gov

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